

DESIGNING INTERNATIONAL SERVICE-LEARNING PROGRAMS WT CHAN FELLOWSHIP AT UNIVERSITY OF CALIFORNIA, BERKELEY

WHAT IS INTERNATIONAL SERVICE-LEARNING?

According to Bringle and Hatcher (2011), international service-learning is: A structured academic experience in another country in which students participate in an organized service activity that addresses identified community needs; learn from direct interaction and cross-cultural dialogue with others; and reflect on the experience in such a way as to gain further understanding of course content, a deeper understanding of global and intercultural issues, a broader appreciation of the host country and the discipline, and an enhanced sense of their own responsibilities as citizens, locally and globally.ⁱ

THOUGHTS ON SERVICE-LEARNING IN A U.S. CONTEXT

According to Plater (2001), Service learning occurs within the lived experience of a community and depends on a bond of mutual benefit and interaction between the students and the community itself. Service learning is not performed for or done to a community. It is enacted in and with the community through communication and shared activity among people who can articulate the mutual benefit and the reciprocity of interest that makes the service shared. And, of course, students must articulate the learning that has occurred through the communal activity, through the service and the application of knowledge to the issues of the community.ⁱⁱ

CORE COMPONENTS OF INTERNATIONAL SERVICE-LEARNING	CORE COMPONENTS OF SERVICE-LEARNING	LEARNING GOALS OF SERVICE-LEARNING
<ul style="list-style-type: none">• Service-Learning• Study Abroad• International Education	<ul style="list-style-type: none">• Academic Material• Relevant Service• Critical Reflection	<ul style="list-style-type: none">• Personal Growth• Civic Learning• Academic Enhancement

THINGS TO CONSIDER IN PROGRAM DESIGNⁱⁱⁱ

1. Culture:
 - Understanding local culture, customs, mores, history and language
 - Understanding the culture, customs, mores, history and language of your participants
2. Program Goals and Objectives:

- “Eternal Goals” – The intended impact you hope to have on all stakeholders including community partners. Do not water down your goals by having too many, have no more than four.
 - Objectives – The intended ways you propose to make progress during the time period in question. Design the objectives to be as specific and detailed as possible. Include information
 - Your reasoning on why these objectives for the time period in question
 - Your desired result – How will your primary stakeholders, including community partners, be different as a result of this program/experience? How will each stakeholder benefit?
 - Definition of success – Everything from community impact to student learning
 - How you will measure impact – What data needs to be captured to tell your story?
3. Student Learning Outcomes:
- Framework Logic: What logic/research are you using to frame your work?
 - Student Learning Outcomes: After participating in this program, what will students be able to do? What will they know? What new insights/understanding about themselves, the community, or the subject matter will they have?
 - Objectives: Based on your student learning outcomes, what specific objectives will you measure?
 - Continuum of Development: Further specify the objectives into a continuum with three developmental components:
 - Emerging – At the bare minimum, what will students do, know, or understand?
 - Developed – What do you hope the majority of your students will walk away with?
 - Advanced – What will your top 5% of students demonstrate mastering?
 - Instructional Strategies: What specific activities will be the vehicle for student learning?
 - Reflection, pre and post orientations, academic material, trainings, relevant service, etc.
 - Measurement: How you intend to measure each objective
 - Surveys – Pre and post, evaluations, reflections, presentations, assessments, etc.

4. Program Assessment: How will you demonstrate that this program achieved its goals/objectives?
 - o Are there guidelines/success from outside your program/experience that might guide your work: information on comparable institutions/programs, national/international standards including best practices
 - o What assessment strategies, including student learning outcomes will help you measure the success of your program?
5. Calendar that encompasses the core elements of your program: for example, a training calendar, list of important dates, key events, etc.
6. Budget: Create a budget where resource allocation is aligned with the programmatic priorities you outlined above.

ⁱ Bringle, R.G., & Hatcher, J.A. (2011). International Service Learning. In R.G. Bringle, J.A. Hatcher, & S.G. Jones (Eds.), *International service learning: Conceptual frameworks and research* (pp. 3-28). Sterling, VA: Stylus.

ⁱⁱ Plater, W.M. (2011). The context for international service learning: An invisible revolution is underway. In R.G. Bringle, J.A. Hatcher, & S.G. Jones (Eds.), *International service learning: Conceptual frameworks and research* (pp. 3-28). Sterling, VA: Stylus.

ⁱⁱⁱ This is based on the Program Plan Proposal utilized for program design in the Cal Corps Public Service Center at University of California, Berkeley. It was created by Mike Bishop, Assistant Director.

STUDENT LEARNING OUTCOMES GRID
W.T. CHAN FELLOWSHIP PROGRAM 2011-12

Framework Logic	Student Learning Outcomes	Objectives	Continuum of Development	Instructional Strategies	Measurement
Social Change Model of Leadership*	After participating in this program students will (be able to; know; understand):	Each over-arching goal can be broken down into the following, more specific (1-3) objectives:	Each Objective can be further specified into one of three development stages:	Students will journey through these Stages by way of	And each Objective will be measured by:
	Consistently adapt behavior and mental models to better interact within an intercultural context	<p>Build healthy relationships while living and working in the United States</p> <p>Strengthen ability to see how culture is influencing perceptions and actions</p>	<p><u>Emerging:</u> Communicate effectively in English. Define "culture" and identify different aspects of culture.</p> <p><u>Developed:</u> Identify relationship and communication patterns at internship, homestay, and campus experiences. Understand own cultural background and the role of experience.</p> <p><u>Advanced:</u> Adapt behavior and mental models to better fit relationship and communication patterns/norms in a U.S. context. Apply understanding of culture to intercultural interactions.</p>	<p>Orientation Camp and Re-Entry Retreat</p> <p>Intercultural competency workshops</p> <p>Leadership, Dialogue, and Actualization Course</p> <p>Homestays</p> <p>Internship experience</p> <p>Reflection</p>	<p>Intercultural Development Inventory</p> <p>Self-report from post-surveys</p> <p>Internship supervisor and homestay surveys</p> <p>Final Presentation</p>
	Deepen one's commitment to a lifetime of service	<p>Identify different ways to approach social change</p> <p>Actively engage in addressing community needs</p>	<p><u>Emerging:</u> Aware of social issue(s) on a minimal level. Generates an unrealistic proposal for a social change project.</p> <p><u>Developed:</u> Can identify and describe how a social issue(s) is affecting a local community. Creates a project that addresses the issue.</p> <p><u>Advanced:</u> Effectively collaborates with community partners in meeting community needs. Collaboratively creates a project with community partner input that that addresses the issue.</p>	<p>Leadership, Dialogue, and Actualization Course</p> <p>Internship experience</p> <p>Reflection</p> <p>Project proposal</p>	<p>Final presentation evaluations from community partners, homestay families, and Cal Corps staff</p> <p>Self-report from post-surveys</p>

LEADERSHIP, DIALOGUE, AND ACTUALIZATION

Course Number:

Semester: Fall 2011

University of California, Berkeley

"If a nation is to avoid intolerance and bask in the glow of its diversity, it needs wise and strong leaders, leaders with a vision and strength to inspire their fellow citizens to accept and respect one another. In a world often torn by difference, few people embody the personal characteristics need to lead in this manner: concern for others, selflessness, strength, and undying optimism. Education for the twenty-first century must therefore not only teach the skills necessary to lead, but also shape the attitudes and beliefs essential to ensure the benevolent application of that knowledge." - Oscar Arias, 2006

Instructor

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Co-Facilitators:

Nurredina Workman

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Damali Burton (time in class may vary; some facilitation will happen outside of the classroom through project advising)

Youth & Student Groups Program Coordinator, Cal Corps Public Service Center

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Meeting Day, Time, and Location:

Thursdays, 1-4pm

Course Description

Leaders are constantly engaged in dialogue with their organizations and the "outside".

At the same time they are challenged to find, hold and actualize visions for their organizations within changing circumstances.

This class is part of the Shinnyo-en Peacebuilding Initiative and is for leaders who are ready to combine inner work with increased sensitivity to the ideas, feelings, and the concerns of people they work with. Several types of dialogue will be introduced and practiced. Each leader will also go through the Vision Actualization Process that articulates a vision for a "healthy community" to better connect one's inner resources with external circumstances. Through interactive exercises, various methodologies for social action, developing community partnerships, assessing community need, and project management will be explored.

Learning Outcomes

As demonstrated by student's participation in in-class dialogue, discussions, and presentations, as well as short essays, etc.:

- Understand strengths and weaknesses of different leadership models.
- Regularly return to a reflective/meditative state of mind and engage in reflection activities that provide greater context or challenge assumptions.
- Uses reflection/meditation to articulate and align one's personal beliefs, values, and identities when envisioning a "healthy community."
- Understand local -- neighborhood, city, county, state -- pressing issues/challenges and strengths/indigenous solutions and elicit collaborative intelligence of community
- Create clear goals of program/project (and measure success when completed) at individual, group, or community level.

Requirements and Grading

- Participation in face-to-face and online class dialogues
- Develop a complete leadership vision actualization plan
- Make real one or more aspects of the leadership vision actualization plan.
- Create and deliver a final multi-media report using text, audio, pictures, video, etc.

Class Structure

Classes are a combination of:

- Dialogue - using different styles and outcome expectations.
- Inspiring guest speakers.
- Online forum dialogues as follow ups to face-to-face work.
- A workshop atmosphere.
- Each class begins with quiet (arriving here) time.

Course Requirements & Assignments

This is a three-unit course. All assignments are due on the due date. Please note that you will not receive credit for assignments turned in more than one week late. Should you miss a class, you will be expected to submit the due assignment before the next class.).

Attendance and Participation (50 points possible)

A meaningful, interactive dialogue relies on ongoing preparation and thoughtful reflections. Since the vast majority of the learning takes place during the weekly class sessions, attendance and participation are vital. It is important that you come prepared every week to comment on the readings, actively participate in discussions and activities, and share your experiences and perspectives. Active participation does not just mean talking. It means engaging thoughtfully with the course material and the other participants. If you are talkative, challenge yourself to listen more. If you are a quiet person, consider challenging yourself to speak up in small and large groups. Please refer to the attendance policy regarding tardiness, excused and unexcused absences at the end of this section for detailed guidelines and expectations. Should an emergency arise (illness, accident, etc.) that prevents you from attending a session, it is your responsibility to contact one of the facilitators at least a few hours before class.

There will be weekly reading assignments to help prepare you for the next dialogue session. Reading assignments must be completed by the class session for which they were assigned. All readings will be provided to you in class and/or via bSpace.

Weekly Journal Assignments (30 points possible, up to 5 points per journal)

You will be required to turn in a total of 6 journal entries (1-2 pp., *typed*, double-spaced, 12-point font). For detailed descriptions of your journal assignments refer to the corresponding section of the syllabus for your section.

In these journals, we ask that you reflect upon specific questions and readings and give your reactions to the dialogue session. Writing the journal will be essential preparation for each class session, so it is important that you prepare them on time.

Each journal entry is worth a possible total of 5 points. A journal entry will receive the full five points if it is on time, adequately addresses the questions and draws upon at least one of the assigned readings and/or class discussions. One point will be deducted

for lateness. You will not receive credit for journals that are turned in more than one week late.

Final Vision Actualization Process Paper (20 points)

A 5-7 page (typed, double-spaced, 12-point font) project proposal is due on Thursday, December 1st. In your final paper you will reflect back on the term and write a project proposal that is in alignment with your passions and community need. You will be encouraged to draw from your journals, readings, in-class sessions and personal experiences.

bSpace

This course requires regular use of bSpace. The course syllabus, assignments, readings, and announcements will be made available on bSpace. If you are unsure about how to use bSpace or are encountering problems, please visit the bSpace help and/or training sections at <https://bspace.berkeley.edu/>

Policies and Expectations

Attendance Policy: This class meets weekly and each class is three hours long. Since the vast majority of the learning takes place during the weekly class sessions, attendance and participation are vital. Should an emergency arise (illness, accident, etc.) that prevents you from attending a specific session it is your responsibility to contact one of the facilitators at least a few hours before class time. The class will begin on [Berkeley] time (10 minutes after the official start time). Attendance/participation is worth 50% of your grade.

PLEASE NOTE if you miss more than three classes you will not pass the class.

Academic Integrity: Students are expected to follow all Academic Honesty expectations as outlined in the Berkeley Code of Student Conduct and to avoid misconduct. Examples of misconduct include cheating, plagiarism, etc. The Code can be viewed at <http://students.berkeley.edu/uga/conduct.asp>.

Disability Access: Federal and State law and University of California policies require the University to provide reasonable accommodation in its academically related programs to students with disabilities, including students with learning disabilities. If you require assistance, please contact the Disabled Students Program (<https://dsp.berkeley.edu/>) or consult with one of your course facilitators.

Inclusion & Equity: This course is grounded in the values of social justice which include the goal of full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable where all members are physically and psychologically safe and secure. Because of this, all participants in this course are expected to treat other individuals in the course with respect, dignity, and full validation of their humanity at all times.

PLEASE NOTE: Syllabus below is subject to change – please make note of changes when announced in class or via bSpace!

Course Outline

Agenda

Sessions begin with silence-mindfulness-meditation practices. This is to enhance centering and reflection in leadership -- key elements of this course. Trungpa's *Shambhala: The Sacred Path of the Warrior* is for inspiration. Please go through the whole book slowly over the whole semester. It's best read in short bursts. It's intention is to cultivate inner work that leads to an enlightened society. Leadership from the inside out is critical.

Reading:

You are required to read the entire text of the three required books (Leadership...127 pages, Dialogue...404 pages, and Shambhala...202 pages). At total of 733 pages. If we divided up the reading evenly for 14 weeks, that's 52 pages per week. That's enough to give to balance substance with time to good deeper, more reflectively, into the ideas at hand. To think, apply, and test them to your lives.

Week 1 Starting Out

- Introducing Shinnyo-en Peacebuilding Initiative
- Relationship of leadership, dialogue, and actualization.
- The vision of an enlightened society.
- Dialogue, self, culture, and society. Examining thought
- First class dialogue: Getting to know each other.
- Finding and sharing your visions - one of the keys to good leadership.
- Reading: Chapter 1 &2 – Dialogue and the Art of Thinking Together (Isaacs, 1999)
- Reading: Part One – Engaging in Service (Cal Corps Public Service Center, 2010)
- Reading: Chapter 1 - Leadership: A Very Short Introduction (Grint, 2010)

Week 2 Personal visions/Life purposes + Healthy Communities

- Inter-being. Connecting personal enlightenment with society.
- Connecting with community partners
- Beginning the "vision quest" as it relates to your leadership or social justice work.
- Midterm project assigned (to be due Week 7).
- V.A.P ASSIGNMENT: Study carefully the Vision Actualization Process worksheet. Begin to look for your vision. Develop a **Vision Title and write a Detailed Vision Story**. Due the following week.
- Reading: Chapter 3 & 4 – Dialogue and the Art of Thinking Together (Isaacs, 1999)
- Reading: Living your Purpose (Cal Corps Public Service Center, 2010)
- Reading: Chapter 2 - Leadership: A Very Short Introduction (Grint, 2010)

Week 3 Our visions/purposes and the Elevator Speech

- Share Vision Titles and Detailed Vision Stories with Feedback
- Share Vision Mission Statements. Three-minute elevator speeches to share in class.
- V.A.P ASSIGNMENT: Mission Statements
- Reading: Chapter 4 – Dialogue and the Art of Thinking Together (Isaacs, 1999)
- Reading: Chapter 3 - Leadership: A Very Short Introduction (Grint, 2010)

Week 4 Territory

- Share Vision Mission Statements. Three-minute elevator speeches to share in class.
- Asset mapping
- Appreciative Inquiry
- V.A.P. ASSIGNMENT: Territory
- Reading: Chapter 5 & 6– Dialogue and the Art of Thinking Together (Isaacs, 1999)
- Reading: Part One: Co-Creating Healthy Communities (Cal Corps Public Service Center, 2010)
- Reading: Chapter 4 - Leadership: A Very Short Introduction (Grint, 2010)

Week 5 Where am I? Where are we?

- Dialogue on Vision Territories
- Project Proposal Training
- V.A.P. ASSIGNMENT: Limiting beliefs, refraining, and positive self affirmations
- Reading: Chapter 7 – Dialogue and the Art of Thinking Together (Isaacs, 1999)
- Reading: Part One: Healthy Groups (Cal Corps Public Service Center, 2010)
- Reading: Chapter 5 - Leadership: A Very Short Introduction (Grint, 2010)

Week 6 Beyond fears and Limitations

- Share Limiting Beliefs and Re-frames
- Project Proposal Advising
- V.A.P. ASSIGNMENT: Goals
- Reading: Chapter 8 – Dialogue and the Art of Thinking Together (Isaacs, 1999)
- Reading: Part Two: Program and Event Planning (Cal Corps Public Service Center, 2010)
- Reading: Chapter 6 - Leadership: A Very Short Introduction (Grint, 2010)

Week 7 The target range of life

- Share Goals
- V.A.P. ASSIGNMENT: Planning
- Mid-term projects due - early drafts of multi-media reports
- Reading: Chapter 9 &10 – Dialogue and the Art of Thinking Together (Isaacs, 1999)
- Reading: Chapter 7 - Leadership: A Very Short Introduction (Grint, 2010)

Week 8 The game plans

- Share plans
- V.A.P. ASSIGNMENT: Actualizations
- Reading: Chapter 11 – Dialogue and the Art of Thinking Together (Isaacs, 1999)
- Reading: Part Four: Reflection (Cal Corps Public Service Center, 2010)
- Reading: Chapter 8 - Leadership: A Very Short Introduction (Grint, 2010)

Week 9 Making it real

- Share Actualizations
- V.A.P. ASSIGNMENT: Observations and Adjustments
- Reading: Chapter 12 – Dialogue and the Art of Thinking Together (Isaacs, 1999)

Week 10 Feedback loops

- Sharing observations and adjustments
- Reading: Chapter 13 – Dialogue and the Art of Thinking Together (Isaacs, 1999)
- Reading: Chapter 8 – Dialogue and the Art of Thinking Together (Isaacs, 1999)
- Reading: Part Five: A 360 View of You – Using Feedback (Cal Corps Public Service Center, 2010)

The last five weeks are centered on presentations by students - supported by dialogue with each other. This will be a good time to polish up our multimedia presentations/stories. Include the linkage between your inner work and the project as externalized. (Presentations can be combinations of video, audio, photos, slides, text, etc. You might even put some of the content up on YouTube or other web platform.) Feedback from fellow students will be mutually informative and empowering.

Week 11 Presentations**Week 12** Presentations**Week 13** Presentations**Week 14** Presentations**Week 15** The end

- Wrap up and concluding observations.
- Turn in finalized form of multi-media presentation. (May in some cases include online posted video content.)

Textbooks**Required:**

- Keith Grint. *Leadership: A Very Short Introduction*. Oxford University Press, 2010. ISBN 978-0-19-956991-5
- William Isaacs. *Dialogue and the Art of Thinking Together*. Currency, Doubleday, 1999.
- Chogyon Trungpa. *Shambhala: The Sacred Path of the Warrior*. Shambhala, Boston, 2009. ISBN 978-1-59030-702-1

Recommended:

- Bohm, D. (2004). *On Dialogue*. New York: Routledge. ISBN 0-415-33641-4
- Eknath, E. (1997). *Gandhi the Man: The Story of His Transformation*. Tomales, Ca: Nilgiri Press. Paperback edition. ISBN 0-915132-96-6

- Zajonc, A. (2006). We Speak as One: Twelve Nobel Laureates Share Their Vision for Peace. PeaceJam Foundation. ISBN 0-615-13323-1
- Zimmerman, J.M & Coyle, V. (1996). The Way of Council. Ojai, CA: Bramble Books. ISBN 1883647053
- Heifetz, R.A., Linsky, M., & Grashow, A. (2009). The Practice of Adaptive Leadership: Tools and Tactics for Changing your Organization and the World. Boston, MA.: Harvard Business Press. ISBN 978-1-4221-0576-4
- Schaetti, B.F., Ramsey, S.J, & Watanabe, G.C.(2008). Personal Leadership: A Methodology of Two Principles and Six Practices. Seattle, WA.: Flying Kite Publications. ISBN 0979716705
- Kegan, R. & Lahey, L.L. (2009). Immunity to Change: How to Overcome It and Unlock the Potential in Yourself and Your Organization. Boston, MA.: Harvard Business Press. ISBN 978-1-4221-1736-1

SAMPLE - PROPOSAL TEMPLATE COMMUNITY PARTNERSHIP PROJECTS – PACS 119.2

For the final assignment for PACS 119.2 Human Rights Action and Advocacy in the United States Through Critical Service Learning, you will propose a project meant to augment or enhance the work of your service site and strengthen connections between community partners and UC Berkeley.

You may ask for up to \$2,500 for funding. This funding will be channeled through your organization to you for your skilled labor and for resources to help you complete your project.

Each project requires an organization sponsor and a faculty sponsor. Once the project is completed, you must turn in a final report using the template attached.

Your project might include:

- Research for your community partner on a specific issue
- Development or completion of a specific project that your community partner has identified as important
- Resources in the form of skilled labor or equipment for specific tasks or projects
- Training programs
- Outreach to/networking with other parts of the community

Project Proposals will be evaluated on the following criteria:

- Solid articulation of the background, objective, outcomes, and implementation plan
- Good planning and feasibility in terms of timeline and budget
- Clear documentation of supporting resources on campus and in the community

PROJECT PROPOSAL TEMPLATE

BACKGROUND - EVIDENCE OF NEED

(Cite local statistics and quotes or interactions with community members to back up your assertions.)

- What is the core problem that you want to work on and how is this problem a basic need or a matter of human rights?
- What evidence can you give to prove that your work is needed by the community you serve?
 - On the macro level, what are this problem's root causes?
 - On the local level, how does this problem affect community members?
- What is your personal motivation to work on this issue?

ACTION PLAN

- Objective - What is your vision and/or mission for this project?
- Outcomes - What are your goals for this project? – Write the outcomes in “SMART Goal” format.
- Project Plan - Provide a detailed overview (in chronological order) of each of your planned activities, events, and programs. Include dates, locations, and the number of people you anticipate will be involved for each item.

- Sustainability – How do you imagine your project being sustained over time?
- Budget – Provide a detailed overview of the costs involved in this project
- Additional Resources – What specific campus or community resources will help you successfully implement your project?

COMMUNITY PARTNER INVOLVEMENT

- Who is your community partner?
- How do they work to address the problem?
- What ideas do they have about what you could do to add value to the work that is already being done?
- How are community members/site partners involved in the design, planning, and/or implementation of your community project?

EVALUATION

- Input Feedback - While working on your project - What methods will you use to gather feedback from the community you are serving? How often will you ask for feedback? Whom will you ask for feedback?
- Before and After Impact - What type of impact measurement tool will you create to measure the impact your project has made? Would your results be visual, numerical, etc.?
- Self-Evaluation - How will you take a step back and evaluate your work during and after the experience? How will you communicate your growth in implementing this project?

2010

WT Chan Fellowship Project Training



Shinnyo-en Foundation

give grow transform



Nurredina Workman and Damali Burton: Cal
Corps Public Service Center - U.C. Berkeley -
5/10/2010

Generously Funded by the Shinnyo-en Foundation (www.sef.org) and the
Six Billion Paths to Peace Initiative (www.sixbillionpahts.org).

TOP 10 CHARACTERISTICS OF EFFECTIVE PROJECT MANAGERS

Planning: “The most important key to a project’s success may be planning...In a survey of engineers, the No. 1 rated reason for project failure was ‘the project was not adequately defined at the beginning’. The third most highly rated reason was ‘a lack of clearly defined project goals and objectives.’.” (Ken Black, PM Network, November 1996)

1. Sets clear goals
2. Has good time management
3. Creates a clear work plan
4. Updates stakeholders
5. Is extremely specific
6. Documents every step of the process
7. Provides resources to those who need them to get the job done
8. Is decisive
9. Thinks through possible obstacles and how to mitigate them
10. Adapts when faced with obstacles that cannot be avoided

PART ONE – PROJECT INITIATION: DEVELOPING YOUR VISION, MISSION, AND GOALS



VISION

A vision statement creates a big-picture image of the future that moves people to action. It is often in the form of a tagline.

To create a vision statement....collect words, images, captions, phrases, etc. Tell the story of what you imagine for the future...then create a tagline that captures your dream future.

Examples:

- Southwest Airlines: More than a way to fly—a way of life.
- Kiva: Loans that change lives.
- Credo: More than a network, a movement.

MISSION

A mission statement is a way of communicating the goals, purpose, and method for accomplishing the vision statement. If the vision statement is the destination, the mission statement is the mode of transportation. It typically 50 words or less and describes how you intend to work toward your vision.

To create a mission statement....brainstorm the ways that the vision statement can be actualized and pick the key activities that will guide your work.

Examples:

- The mission of Southwest Airlines is dedication to the highest quality of customer service delivered with a sense of warmth, friendliness, individual pride, and Company Spirit.
- Salone Microfinance Trust (SMT): To reduce poverty among the economically active poor by providing sustainable access to financial services.
- Patagonia: Build the best product, cause no unnecessary harm, use business to inspire and implement solutions to the environmental crisis.

Resources for vision and mission statements:

- <http://www.tgci.com/magazine/How%20to%20Write%20a%20Mission%20Statement.pdf>
- http://www.mindtools.com/pages/article/newLDR_90.htm
- <http://www.franklincovey.com/msb/>

PART TWO – COMMUNITY CHECK

A KEY element in designing a community project is to find out whether or not it is needed. Below are a few key questions to consider before implementing your project idea:

Who: People and their Community

- Do you know much about people and the community they live in?
- History of people/area: have the current issues always existed?
- History of successes and challenges of people, school, or community?

What: Biggest Needs and available assets

- How did you choose a need to address? Was research done in the community or with people?
- Are current assets in that community being sought out or used?
- Are you welcome in the community?

PART THREE– PROGRAM FEASIBILITY

EXAMPLE:

Project: External Restoration of the Manzanita Recreation Center in the San Antonio District in Oakland, CA.

Background/Purpose: The Manzanita Recreation Center is location in the San Antonio District in Oakland, CA. The center provides elementary sports, after-school programs, computer classes, cooking, arts & crafts, indoor basketball, and teen and pre-teen clubs.

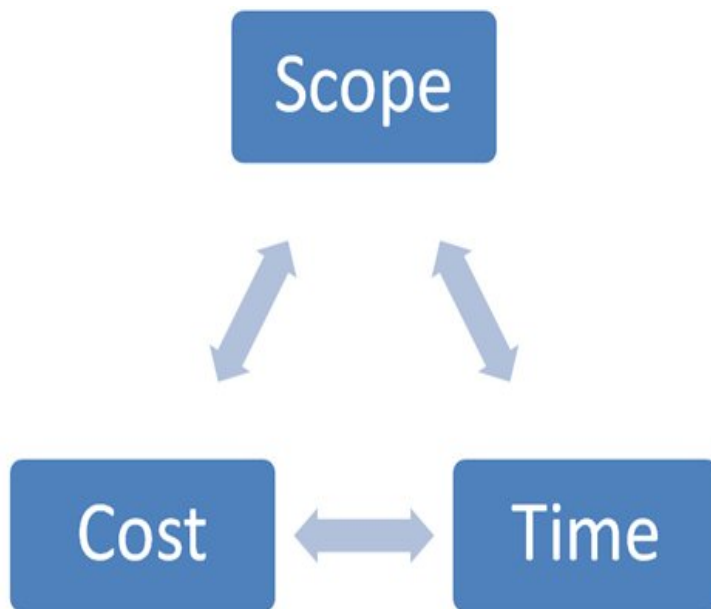
The area is predominately Hispanic, Asian, and African American with a median household income of \$36,274 recorded in 2008 with an average household size of 3.9. 32.1% of residents in the area live below poverty level.

The San Antonio area is rich in culture and diversity with the Manzanita Recreation Center being a place of gathering and community development for residents young and old. The restoration of the center is being

done to help the youth and members of the community to take pride in their neighborhood and continue to enjoy as a place to learn, grow, and have fun.

Project Elements:

- Restoring benches
- Repainting external basketball courts (blacktop)
- Graffiti removal on external building areas
- Weeding and replanting garden



SCOPE: How BIG is the project?

- Is it at one or several locations?
- How many people will be needed to carry out the project effectively?
- Is your plan flexible and adaptable to obstacles?

TIME: How much time will it take to complete the project based on what you've planned to do?

- One day?
- Over a course of days, weeks, months?

COST: How much will it all cost?

WRITING AN OUTCOME – MAKE IT SMART

An outcome is a precise measurable statement of what your project intends to achieve during a specific time period. This is what you will evaluate at the end of your project.

- Specific
- Measurable
- Attainable
- Realistic
- Timely/Tangible

Components of a SMART Outcome:

- A description
 - What
 - Who
 - When/how often
 - With whom?
 - Where
 - How

- Desired result – What is the impact of the outcome?
- Evaluation measure
- Definition of success
- Description of who will benefit

Not a SMART Outcome:

The Building Blitz will build three homes and people will get along.

A SMART Outcome:

Sixty students and 32 community residents will participate in a Habitat for Humanity Building Blitz day on May 5, 2000. The day will result in the students in the construction of three homes and increase communication between the residents and students. We will measure success by a log of completed homes and a survey of students and residents (90% of the students and residents will report that their involvement in the building blitz has increased the communication between both groups).

WRITE YOUR OUTCOME HERE:

OUTCOMES – CHECK IN QUESTIONS TO GUIDE THE WRITING PROCESS

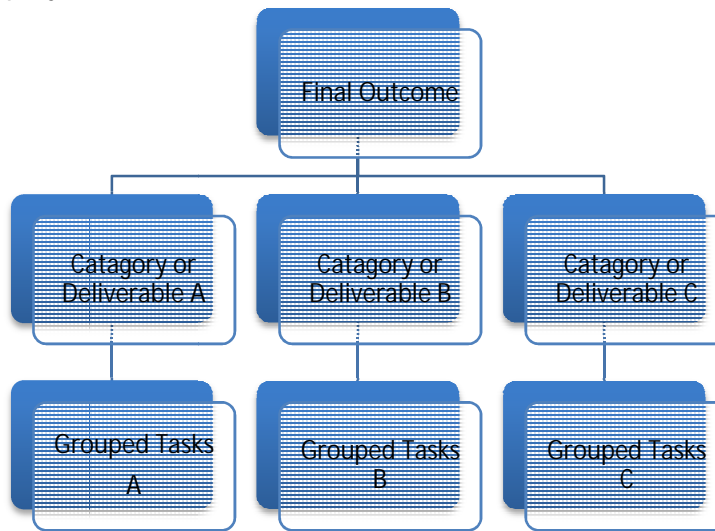
1. Does the outcome support the project vision and mission?
2. Does the outcome describe what the project intends for participants to experience, know (cognitive), think (affective, attitudinal), or do (behavior, performance)?
3. Is the outcome important/worthwhile?
4. Is the outcome:
 - a. Detailed and specific?
 - b. Measurable/identifiable?
5. Can you create activities that result in the desired outcome?
6. Can the outcome be used to make decisions on how to improve the program?

PART FOUR– MAKING IT HAPPEN

In this stage of your project, you are attempting to take a big idea and break it down into smaller and smaller manageable parts. In the project management world, these smaller parts are called deliverables. They are the activities that you plan to insure you meet your outcome. Based on the SMART outcome above, a deliverable could be "Register and confirm sixty students and 32 community residents for the Building Blitz."

You would break that deliverable into specific work tasks that take no longer than 1-2 hours to complete. Once your brainstorm all the work tasks that need to be completed, you can group them into categories or

work packages. A work package is a series of tasks that need to be completed in a specific area. This is helpful because then you can see all the things that need to be done in an organized way and easily tell if you have completed parts of your project.



KEY DELIVERABLES OF YOUR PROJECT:

List the deliverables that you must do to make the outcome a reality. If it is too big, or has too many "to-dos" – break it into separate deliverables.

- 1.
- 2.
- 3.
- 4.
- 5.

CREATING CLEAR WORK PLANS: AFFINITY ACTIVITY

One of the easiest ways to create a work plan for your deliverables is the affinity activity.

1. On a sticky-pad or on pieces of scrap paper - Write one word or phrase to identify a task that needs to happen. Write one idea per sticky-note.
2. Brainstorm as many as you can identify.
3. Once you have completed your brainstorm, look for the themes by clustering the index cards into categories. Those clusters become your categorized work tasks organized into categories.
4. Arrange them in the order that they need to be completed. Sometimes it is also helpful to think about how long each task will take.

DETAILED WORKPLANS – CHART IT OUT!

Goal or Outcome:

Category of Task	Specific Tasks to Complete	Supplies needed	Point person	Who needs to be involved?	Due Date

EXPENSES SHEET

Use the expense sheet at the bottom of the page to list all anticipated expenditures for your group. Fill in with as much detail as possible and list items by project or event. Add/delete lines as needed.

SAMPLE

*EXPENSES: DESCRIBE EACH EXPENSE ASSOCIATED WITH YOUR ORGANIZATION	UNIT PRICE	TOTAL EXPENSE	PAYMENT SOURCE (IE CAL CORPS, DONATIONS, ETC)
SUPPLIES (LIST ALL MATERIALS BY EVENT/PROGRAM)			
10 BOXES CRAYONS FOR YOUTH ART PROJECTS	\$2.00/BOX	\$20.00	CAL CORPS
500 PAPER PLATES FOR FINAL RECEPTION	\$3/BAG OF 100	\$15	CAL CORPS
2 INK CARTRIDGES FOR ANNUAL PRINTING	\$25/CARTRIDGE	\$50	ASUC
POSTAGE			
ALUMNI DONATION SOLICITATION MAILING (TO 200 PEOPLE)	.39 EACH	\$78	ASUC

PACS PROJECT EXPENSE SHEET

*EXPENSES: DESCRIBE EACH EXPENSE ASSOCIATED WITH YOUR ORGANIZATION	UNIT PRICE	TOTAL EXPENSES	SUPPLY SOURCE (IE WALMART, DONATIONS, ETC)
OUTDOOR PAINTING PROJECTS: BASKETBALL COURT, MURAL TOUCH UPS AND BENCH STAINING :			
5 GALLON PAINT BUCKETS FOR OUTDOOR BASKETBALL COURT (2 HALF COURTS)	\$80.00	\$160.00	SHERWIN WILLIAMS/WALM ART
1 GALLON WHITE PAINT TO LINE BASKET BALL COURT (3 CANS)	\$10.00	\$30.00	SHERWIN WILLIAMS
1 GALLON PAINT VARNISH/STAIN FOR 5 WOODEN BENCHES (1 CAN PER BENCH)	\$9.00	\$45.00	SHERWIN WILLIAMS
1 GALLON CANS OF VARIOUS PAINT COLORS (8 CANS)	\$10.00	\$80.00	HOME DEPOT
15 PAINT TRAYS (TRAYS TO CARRY PAINT TO PROJECTS)	\$2.27	\$34.05	HOME DEPOT
20 PAINT BRUSHES (VARIOUS SIZES)	\$4.00	\$80.00	HOME DEPOT
10 9-INCH PAINT ROLLERS	\$2.77	\$27.70	HOME DEPOT
10 9-INCH PAINT ROLLER CAGES	\$1.87	\$18.27	HOME DEPOT
2 PAINT EXTENSION POLLS (FOR PAINT ROLLERS)	\$3.97	\$7.94	HOME DEPOT
2 ROLLS SHOP TOWELS (FOR ANY PAINT SPILLS)	\$1.97	\$3.94	HOME DEPOT
5 ROLLS PAINTERS TAPE	\$2.97	\$14.85	HOME DEPOT
2 TARPS FOR PAINT STATION	\$4.93	9.86	HOME DEPOT
2 BRILLO BRUSHES (CLEANS PAINT SPILLS OFF OF BLACKTOP)	\$2.97	5.94	HOME DEPOT

GARDEN PROJECT:			
3 BAGS OF LAWN FOOD/SOIL	\$13.00	\$39.00	WALMART
4 GARDEN FORKS	\$9.00	\$36.00	WALMART
5 GARDEN TROWELS (SPADES)	\$9.00	\$45.00	WALMART
2 LOPPERS	\$17.00	\$34.00	WALMART
SMALL POTS OF VARIOUS FLOWERS (40)	\$6	\$240	WALMART
BOX OF GLOVES	\$4.00	\$4.00	WALMART
2 SETS PRUNING SHEARS	\$18.00	\$36.00	WALMART
POSTAGE			
50 LETTER INVITES TO SAN ANTONIO COMMUNITY RESIDENTS	\$0.42	\$21.00	POST OFFICE
PHOTOCOPYING			
150 FLYERS PROMOTING EVENT	\$0.05	\$7.50	KINKOS
FOOD FOR EVENT			
CHIPOTLE BURRITOS FOR 35 PEOPLE	\$5.00	\$175.00	CHIPOTLE
TOTAL EXPENSES		\$1155.05	

ITEMS THAT CAN BE IN-KINDED (DONATED)	SAVINGS	SOURCE
CHIPOTLE	\$175.00	CHIPOTLE
8-10 CANS OF PAINT AND VARNISH	\$100.00	KELLY MOORE
PAINT STIR STICKS	NO COST	HOME DEPOT
GARDEN FLOWERS	\$240.00	WALMART
TARP	\$9.86	ACE HARDWARE
PAINT ROLLERS/CAGES	\$45.97	ACE HARDWARE
5 GALLON PAINT (MAYBE)	\$160.00	HOME DEPOT
POTENTIAL SAVINGS	\$730.83	

Miscellaneous Items that can be donated:

Graffiti remover and goggles from Oakland Parks and Recreation

An evaluation is meant to define the impact of your project. If you were to take a before and after picture, how would you know your project made a difference. Remember, measuring impact goes beyond measuring satisfaction.

FLOWCHART FOR EVALUATION QUESTION DEVELOPMENT –
FROM [W.K. KELLOGG FOUNDATION LOGIC MODEL DEVELOPMENT GUIDE](#). PAGE 38

Evaluation Focus Area:

What is going to be evaluated? List those components from proposal that you think are the most important aspects of your project. These areas will become the focus of your evaluation.

Audience:

What key audience will have questions about your focus areas? For each focus area you have identified, list the audiences that are likely to be the most interested in that area.

Question:

What questions will your key audience have about your program? For each focus area and audience that you have identified, list the questions they might have about your project

Information Use:

If you answer a given question, what will that information be used for? For each audience and question you have identified, list the ways and extent to which you plan to make use of the evaluation information.

Focus Area	Indicators	Methods	Question	Sources	Technical Assistance Needed
Based on your intended outcome and deliverables, what will your evaluation focus on?	Based on your outcome and deliverables, what types of indicators do you need to measure?	What types of data do you intend to use to measure the success of your efforts? (survey, focus groups, individual interviews, etc)	For each focus area, what big questions do key audiences want answered? Don't forget to keep your evaluations simple.	Who will provide the information?	What assistance would be helpful? (Universities, consultants, national and state data experts, etc)

A GREAT RESOURCE FOR EVALUATION

W.K. Kellogg Foundation Evaluation Handbook:

<http://www.ojp.usdoj.gov/BJA/evaluation/links/WK-Kellogg-Foundation.pdf>

NURREDINA'S TOP EVALUATION TIPS

1. Be as specific as possible – Make it measurable. Verbs such as understand, appreciate, know about, become familiar with, learn about, and become aware of are not measurable. Think about what participants will be able to do at the end of the experience - spell out the end products in a measurable way.
2. Create your measurement instruments alongside your outcomes. Once you know what you are trying to measure, it is much easier to define the learning strategy you will attempt. These two things go together.
3. Context is everything. Use theory to guide your work – root your deliverables in a context.
4. Keep the goal-post reasonable. Think about the capacity of your participants and the amount of time you have.
5. Outcomes can be written for any intentional experience (workshops, jobs, programs, etc.).
6. Rubrics rock! Writing out the outcome continuum makes it much easier to identify where the majority of your participants are at the end of the experience.
7. Share the outcomes with your participants. You can even put the outcomes in your advertising materials so that participants know exactly what to expect.
8. Used mixed methods (qualitative and quantitative) to collect data.
9. Don't put too much in the pot. One to three outcomes is plenty! Don't design your outcomes in a way that expects an individual, an organization, or society to dramatically change in a short-period of time. Hold present what is most important and impactful with the amount of time that you have.
10. Be strategic in your assessment process. You do not want so much data that you cannot make sense of it.
11. While satisfaction is nice – it is not learning. Outcomes are for measuring what people are able to do as a result of the experience – not whether or not they liked it. You still want to find out if they did like the experience, just remember that it is only one piece of the pie.
12. Define your words and your philosophy. Our motivation to execute a project is rooted in our lived experience. Many times, we experience miscommunication because our definitions and philosophies are not explicitly stated. For example, if the goal was to “solve world hunger,” how one defines “solve” and “world” would have a big impact on what to expect. Instead, one might say “Work to address local hunger for the elderly by serving a nutritious lunch during the weekdays.” Still yet, one would need to address the philosophical question, “how does serving lunch address local hunger....what is the underlying philosophy of this effort?”

1. Weekly Review and Planning - Spend a set amount of time to review which outcomes you will work on this week. Evaluate your results from previous weeks.
2. Momentum - Take action every week (everyday if you can) regardless of how small, to keep momentum.
3. Review Often - Read over your written outcome blocks as often as you can in a day, in a week. Especially review the purpose, to be reminded of why each outcome is important to you.
4. Visualize Outcomes - Before doing something, it helps to close your eyes for a moment to visualize the end result. When the outcome is a reality, how will you feel? How will you celebrate it? How big will you smile?
5. Tell People About It - We are more likely to do something when we feel accountable for it. Let other people know what your up to, and you're outcomes.
6. Visual Reminders - Post your outcome and its purpose up where you can see them - walls, bathroom mirror, on your desk, etc.
7. Find a Buddy - Find a buddy who is also working on something important to them. Become each other's best support and motivator. Tell each other what you are currently focused on, why it is important and the actions you plan to take. On a regular basis, review your results with each other.
8. Divide Annual Goals - Where would you need to be in 2 months, in order to achieve a particular outcome? Where would you need to be in 1 month? Keep dividing goals, until you have a more realistic target to shoot for in the short term.
9. Reward Yourself & Celebrate Successes - When you've succeeded in taking action or you've completed your outcome. Jump up and down! Treat yourself to something you enjoy (web surfing time, a snack, a stretch, a movie). Celebrate and give gratitude for your wins!